

# Kentucky Teacher

September 2009

Innovative Educators

[www.education.ky.gov](http://www.education.ky.gov)

**Meet Kentucky's new  
education commissioner**

*Page 5*



## **What's Inside**

**6** Civics network helps  
create good teachers, citizens

**7** Students get moving, rolling,  
climbing in right direction

**8** Caves, trails mix up summer learning

**10** Striving for the best to boost literacy

**11** Good teaching uses assessment as a tool

**12** Humane education can be taught  
in any classroom

# Kentucky Teacher

News for the Nation's Most Innovative Educators

Commissioner of Education  
**TERRY HOLLIDAY**

Director, Division of Communications  
**LISA GROSS**

Editor  
**STEPHANIE SIRIA**

Staff Writers  
**SUSAN RIDDELL**  
**MATTHEW TUNGATE**

Graphic Designer  
**JOHN BOONE**

Photographer  
**AMY WALLOT**

*Kentucky Teacher* is published by the Kentucky Department of Education for teachers, school administrators, counselors, support staff, parents, students, legislators, community leaders and others with a stake in public education. Please address correspondence to *Kentucky Teacher*, 612 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; e-mail [kyteacher@education.ky.gov](mailto:kyteacher@education.ky.gov).

**[www.education.ky.gov](http://www.education.ky.gov)**

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. Alternate formats of this publication are available upon request.

Printed with state funds by LexPress,  
Lexington, Ky., on recycled paper  
ISSN 1526-3584

## Talk to the Experts ...

### About Certification

Education Professional  
Standards Board  
100 Airport Road, 3rd Floor  
Frankfort, KY 40601  
Phone: (502) 564-4606  
Fax: (502) 564-7080  
Toll Free: (888) 598-7667  
[www.kyepsb.net](http://www.kyepsb.net)

### About Retirement

Kentucky Teachers'  
Retirement System  
479 Versailles Road  
Frankfort, KY 40601-3868  
Phone: (502) 848-8500  
Fax: (502) 573-0199  
Toll Free: (800) 618-1687  
<http://ktrs.ky.gov>

**Front cover:** North Carolina educator Terry Holliday speaks at the state Board of Education meeting in Frankfort on Aug. 5 when he began his tenure as Kentucky's fifth commissioner of education. Photo by Amy Wallot

# Preschool intervention toolkit now available

The Kentucky Department of Education's (KDE) Division of Early Childhood Development released the *Preschool Child Find/Kentucky System of Intervention (KSI) Toolkit*, for educators' use. The *Preschool Child Find/KSI Toolkit* is a framework for providing systematic, comprehensive services to address instructional and behavioral needs for all preschool children. The purpose of the toolkit is to provide information for the implementation of effective Child Find practices for preschool-age children served by Kentucky public schools.

The toolkit is organized according to the essential components of a response to intervention (RTI) approach to instruction and provides guidance for meeting the requirements of the Kentucky Administrative Regulations for Child Find (707 KAR 1:300, Section 3). Also included within the document is information concerning the topics of screening, instruction and intervention, progress monitoring, working with families and community partners, professional development, eligibility flow charts and scenarios, and a glossary of terms.

For preschool, Child Find activities encompass a variety of settings, including public schools, individual homes, childcare facilities and Head Start programs. Strong leadership at the district level is critical to the effective implementation of Child Find and compliance with regulations. The regulations related to Child Find represent significant changes for the preschool program.

The Kentucky Early Childhood Regional Training Centers and KDE's Preschool Education Branch designed the guide as a companion document to *A Guide to the Kentucky System of Interventions*, published by KDE in July 2008.

The contents of the toolkit were largely guided by the information contained within two national publications: *Recognition & Response Implementation Guide* and *Roadmap to Pre-K RTI: Applying Response to Intervention in Preschool Settings*.

### MORE INFO...

Janis Logsdon, [janis.logsdon@education.ky.gov](mailto:janis.logsdon@education.ky.gov), (502) 564-7056



Photo by Amy Wallot

## Visual educators

Clark County school district speech pathologist Beth Blankenship, center, participates in a learning activity at the "Visual Phonics" workshop July 22 presented by Kim Pitts, deaf and hard of hearing teacher for Clark, Bourbon and Bath Counties and Paris Independent school districts. The Central Kentucky Special Education Cooperative and the Harrison County school district sponsored the two-day training.

# Six alternative education programs selected as Best Practice Sites

Six alternative education programs have been selected as Best Practice Sites in a new effort designed to recognize the work of educators and programs that serve at-risk students.

The Kentucky Department of Education (KDE) began the project this year to highlight exemplary practices in A5 and A6 programs in public school districts. A5 programs are school district-operated and -housed instructional programs that provide services to at-risk students with unique needs, and A6 programs are district-operated instructional programs in non-district facilities or schools that serve youth who are considered state agency children through the Department of Juvenile Justice, the Department of Community Based Services and/or the Department for Mental Health and Mental Retardation Services.

The programs were self-nominated in the categories of Academic Performance; Learning Environment; and Efficiency. The six programs named as Best Practice Sites for 2009 are:

- Graduation Success Academy (Bath County) – Efficiency
- Ramey Estep High School (Boyd County) – all three categories
- Calloway County Day Treatment – all three categories
- Beacon Central High School (Daviess County) – Learning Environment
- Brooklawn School (Jefferson County) – Efficiency
- The Providence School (Jessamine County) – all three categories

School districts nominated their programs for recognition based on criteria developed by the KDE Alternative Education Advisory Committee. Applications were screened, and finalists received site visits from a KDE review committee.

The goal of establishing Best Practice Sites is included in KDE's *Action Plan for Alternative Education Programs*. This plan, approved by the Kentucky Board of Education in February 2008, establishes initiatives to ensure that students in A5 and A6 programs continue to receive high-quality educational services.

Each program selected as a Best Practice Site will receive \$1,000 for instructional support and will be formally recognized at a future meeting of the Board of Education. Information on the schools also will also be posted on the KDE Web site.

### MORE INFO...

Nijel Clayton, [nijel.clayton@education.ky.gov](mailto:nijel.clayton@education.ky.gov), (502) 564-4772



## COMMISSIONER'S COMMENTS

By Terry Holliday, Ph.D., Commissioner of Education

# Collaboration, focus on high student achievement are guideposts

This is my first column in *Kentucky Teacher* since taking office in August. I want to take this opportunity to introduce myself.

I have worked for more than 37 years in public schools. During that time, I have been a superintendent, an associate superintendent, a high school principal, an assistant principal, a band director and a teacher. If I had to name the common threads that string together my time in public education, they would be collaboration, transparency and a focus on high student achievement. I want to get to know you and let you know your work is valuable. I'm not much for sitting behind a desk. I plan on being on the road quite a bit visiting your classrooms and meeting your students.

I understand that classroom teachers in Kentucky face many challenges. New learning standards, new student and program assessments, a lack of family involvement, dwindling resources and increasing demands for higher-achieving high school graduates are but a few of the challenges you face this year. I believe these challenges can be met through a strong focus on resources

and support directed toward classrooms and schools.

I believe in the expertise of the classroom teacher. A recent McKinsey Consulting report on the world's top-performing school systems states that no education system can be any better than the quality of the teachers within the system. Never before have we asked so much of our teachers. It is more important than ever that we provide teachers with the support needed to raise achievement and close learning gaps for all of our students.

We also need to collaborate with and support administrators and superintendents. I plan to sit down with superintendents and principals on a regular basis and hear their concerns and ideas, because, no matter what we do here in Frankfort, they are the ones who lead and guide on a daily basis. The work of producing successful residents of Kentucky needs all of us. Throughout my tenure, I will rely on superintendents, principals and teachers to let me know how the things we do here in Frankfort impact their ability to help every child succeed.



Holliday

## KentuckyShow! offers educators a unique resource for classrooms

KentuckyShow! captures the beauty and diversity of the commonwealth in a panoramic, 30-minute, high-definition multimedia show that is playing at the Kentucky Center for the Performing Arts in Louisville.

Since opening in September 2008, the show provides educators a fresh, entertaining way to teach core curriculum materials in the areas of arts and humanities, Kentucky history and culture, science, and technology. Classroom resources also are available for grades 4-12 at [www.kentuckyshow.com](http://www.kentuckyshow.com).

The show paints a portrait of Kentucky shaped by its history, its varied geographical areas and the dynamics of its native sons and daughters. The curtain rises on Daniel Boone's Kentucky, Native American Indians and the Cumberland Gap. As the narrator explains, "word spread – a 'Garden of Eden' lay just beyond the mountains."

The audience is swept through the ages, through the birth of settlements and towns,

through the Civil War and through the establishment of major universities and industries that have put Kentucky on the international map. In addition, there is coverage of Kentucky authors and musicians weaving the history in these areas with present-day counterparts.

KentuckyShow! is a multi-sensory production. Visitors walk into a glass-walled room overlooking the Ohio River. As guests take their seats, they are greeted with the vibrant sounds of Kentucky music while the room is slowly transformed into a darkened theatre. The screen appears and dramatically expands to 36 feet wide during the show.

KentuckyShow! is available for school field trips at 10 a.m., 11 a.m. and noon ET. Admission is \$3 per student; teachers and chaperones are admitted free. Lunch space can be provided with adequate notice.

**MORE INFO...**

[www.kentuckyshow.com](http://www.kentuckyshow.com)

My leadership approach is rooted in visibility, accessibility and communication. People will know if I'm in my office and, if I don't have an appointment, my door will be open. I intend to use numerous avenues of communication, including social media tools, to make myself available to hear your comments, questions and concerns.

It is no secret that human and financial resources have been strained in recent years. We are in difficult times. This makes our efforts to address and implement Senate Bill 1 more challenging. We must work collaboratively and creatively to be as effective and efficient as we can. This includes working with the Kentucky Council on Postsecondary Education, the Kentucky Schools Boards Association, the Kentucky Education Association and other groups interested in education. We cannot go our own separate ways. We must work as partners with common goals for the children of Kentucky.

The commitment Kentucky has to continuous improvement of the P-12 education system fueled my interest in the commissioner's position. Kentucky has a reputation around the country for its statewide education reform, and a strong government committed to education keeps that focus in place.

Through the federal Race to the Top incentive program and Senate Bill 1, the work for our education system has been identified. We will focus on:

- increasing the graduation rate and lowering the dropout rate
- decreasing the percentage of graduates who take remediation courses at the postsecondary level
- implementing policies and processes that ensure Kentucky remains a leader in education reform in the nation

I also encourage you to read page five of this issue for a series of questions and answers from me. I hope this will give you more insight on how I view my role in the lives of Kentucky teachers, administrators and students.

Kentucky is an exciting place to me. I am excited about working with Gov. Steve Beshear, the staff at the Department of Education and all of you in reaching these goals. It is an honor to be your new commissioner, and I pledge to do my best to support the work each of you is doing for the children in your classrooms and for Kentucky public schools.

(To comment on this topic, contact Commissioner Holliday at [terry.holliday@education.ky.gov](mailto:terry.holliday@education.ky.gov))



Photo by Amy Wallot

### Building reading skills

Third-grade teacher Nicole Wells helps 4th-grade student Audrey Rowland on July 14 with a computer reading program during Crossroads Elementary School's (Campbell County) Summer Backpack Program. Students were given a backpack that contained school supplies, workbooks, a journal, calculator and a guide for parents. The students came to the school during four sessions, and teachers reviewed work done between sessions.

# New commissioner wants state to Race to the Top

By Matthew Tungate

matthew.tungate@education.ky.gov

New Education Commissioner Terry Holliday told the state Board of Education in August that he wants the state to be one of the first in the nation to receive federal school-reform money, even as details about Kentucky's latest reform efforts begin to take shape.

Holliday said he plans to work closely with key players so that Kentucky is one of first to get part of the \$4.35 billion Race to the Top fund. Kentucky has received a \$250,000 grant to hire a consultant to help prepare its application for Race to the Top money.

The U.S. Department of Education has not finalized the rules and guidance for the fund. The money, which is part of the American Recovery and Reinvestment Act (ARRA), is expected to be released in two phases, with the first occurring early next year.

"Our Kentucky effort to gain the Race to the Top funding will enable us to do much of the work that Senate Bill 1 is requiring," Holliday said.

Senate Bill 1 (SB1), passed by the General Assembly earlier this year, eliminates the Commonwealth Accountability Testing System (CATS). It requires the Department of Education to establish a new assessment and accountability system based on new academic standards by 2012. Students will be tested on reading, mathematics, science, social studies and writing. Program reviews will be conducted in writing, arts and humanities, and practical living skills and career studies.

Kentucky is one of 50 states and territories working on common academic standards. Holliday said he will work with legislative leaders to be flexible on the SB1 timeline to incorporate the national initiative.

"There's no way Kentucky ought to pay for all of this in one place at one time when other states are going to be going through the same issues," he said.

Michael Miller, interim associate commissioner for the Office of Teaching and Learning, told the board that even once the standards are completed, they will need to be broken down by grade.

"Teachers need to know now what they need to teach," he said.

Some educators are confused about the talk of new standards, he said. They shouldn't be, Miller said.

"The assessment for the next two years is based on the *Core Content for Assessment* of 2006," he said. "So while there's lots of interest in these new revised standards, as well there should be, we're holding schools accountable on the current standards that were approved by this board in 2006."

Some educators also are confused about the program reviews, which look at how schools implement certain subjects rather than students' test results, Miller said. And while details are still being worked out, certain parameters have been established, he said. There will be four areas across all three program reviews:

- curriculum/instruction
- formative and summative assessment
- professional development and learning and support services
- administrative leadership support and monitoring

Schools will be evaluated on no more than 10 indicators under each area, Miller said.

Teams, primarily of teachers, are establishing indicators, he said, and the department is seeking districts to volunteer to pilot the program reviews.

SB1 requires an interim accountability system through the 2011-12 school year, based on federal No Child Left Behind (NCLB) progress. However, Associate Commissioner Ken Draut told the board that Kentucky schools had been using CATS information along with mathematics and reading test scores to determine if they were making adequate yearly progress under NCLB. The board will need

to change the formula now that CATS is no more, he said.

Advisory groups would like to see other academic indicators come from science, social studies and writing on demand, the other three subjects Kentucky is testing, to go along with reading and mathematics progress, Draut said. He said he will ask the board to officially make the regulatory change at its October meeting with a second reading in December.

Holliday said it was important for the board members to tell Draut and his staff if they were comfortable moving in that direction now.

"Teachers need to know the game we're playing and what the rules of the game are," he said. "In December, half the year is gone and it's a little too late to change the game."

Board members agreed to Holliday's request.

"I think we can pass the word on when I'm out talking to superintendents: 'Don't forget about writing and science and social studies,'" he said.

As soon as he got the job, he began listening, Holliday said. He said he has listened to more than 20 superintendents, representatives of school councils, various educational groups, retired educators, former employees, former superintendents in other states and residents and read many blogs, e-mails and articles.

"What I've found is a sense of pride about education in the commonwealth, a strong desire to refocus our education system and very friendly, supportive and hard-working people," he said.

Holliday said he intended to be visible and vocal throughout Kentucky.

"While listening will be very important, it is also extremely important to share with all who will listen that Kentucky educators are doing a great job, and they are willing to come together and realize a vision of public education that assures our graduates can compete with anyone in the world," he said.

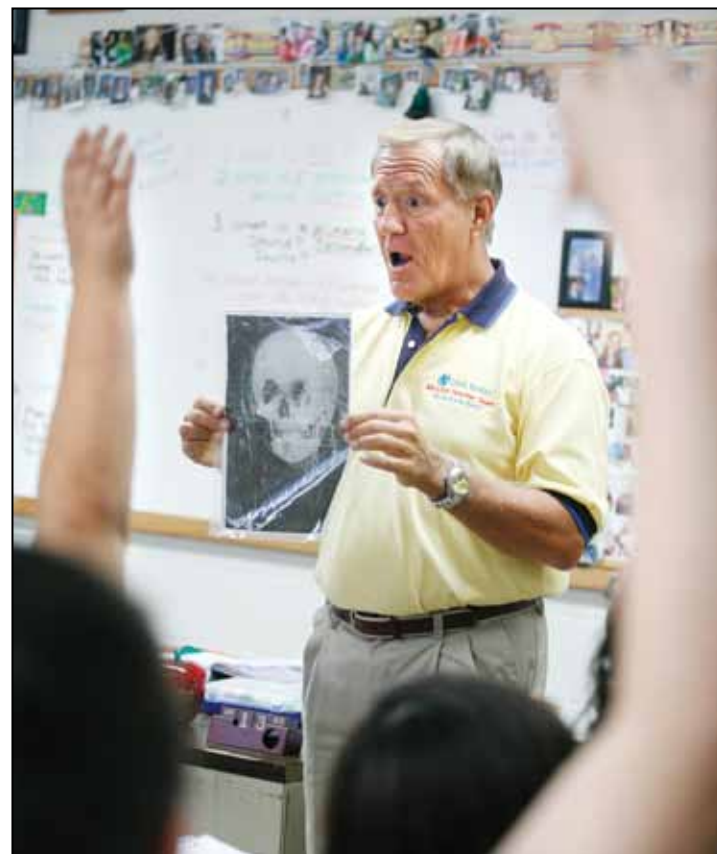


Photo by Amy Wallot

## Hall of Fame educator

*Jerry Parks, a 7th-grade social studies teacher at Georgetown Middle School (Scott County), uses optical illusions to demonstrate to students how different perspectives influence the way history is viewed. Parks was inducted into the National Teachers Hall of Fame in Emporia, Kan., in June. Parks has been a classroom teacher for 24 years and at Georgetown Middle since 1994.*

The board approved Holliday's contract, for \$225,000 annually over four years, without discussion.

While leadership at the Department of Education changed, leadership over the Board of Education did not. Chair Joe Brothers and Vice Chair C.B. Akins were re-elected unanimously, and the board added an additional vice chair and elected Dorie Combs unanimously. There was no discussion.

In other action, the board:

- approved the appointments of Adam Hicks, a teacher at Bryan Station High School (Fayette County), and Judy Whitson, principal of T.C. Cherry Elementary School (Bowling Green Independent), as members of the Kentucky Writing Program Advisory Committee
- approved the FY10 unmet education technology need of \$132 million for school districts
- gave final approval to 704 KAR 4:020, the state regulation gov-

erning school health services (The new regulation includes technical changes, addition of a requirement for training of school personnel and addition of a requirement for a dental examination or screening for 5- and 6-year-old children entering school for the first time.)

The board heard presentations on:

- facilities and budget issues at the Kentucky School for the Blind and Kentucky School for the Deaf
- the 2010-2012 biennial budget
- model Extended School Services programs
- the in-school GED program
- Kentucky Content Literacy Initiative Grants

The board's next regular meeting will be Oct. 7-8 in Frankfort.

**MORE INFO...**

[www.education.ky.gov/JumpTo/?jump=KBOE](http://www.education.ky.gov/JumpTo/?jump=KBOE)



# Holliday hopes to be 'cheerleader,' pragmatic leader

North Carolina educator Terry Holliday became Kentucky's fifth commissioner of education Aug. 5. Holliday, 58, served as superintendent of the more than 20,000-student Iredell-Statesville school district since 2002. He also has been an associate superintendent and director of accountability; a high school principal, assistant principal and director of instrumental music; and a junior and senior high school band director. He earned a bachelor's degree from Furman University; a master's degree and doctorate from Winthrop University; and a doctorate from the University of South Carolina. Holliday and his wife, Denise, are the parents of two college-age children, Adam and Eleanor (Ellie).

Here are his answers to questions posed by the staff of *Kentucky Teacher*.



Photo by Amy Wallot

*Commissioner Terry Holliday shakes hands with Ron Miracle of the Office of Education Technology (OET) at the Kentucky Department of Education (KDE) on Aug. 7. Behind him is Matt Jury, who also works in the OET office. Holliday was meeting with employees in all the KDE divisions in Frankfort.*

## What attracted you to becoming Kentucky's commissioner of education?

The reputation that Kentucky has for being a leader in education reform. When I read about Senate Bill 1 and the great alignment with the Race to the Top federal initiative, it seemed that the job description was a good fit for my skill set.

## Why is what you do as education commissioner important to students today?

What I believe the commissioner, state board and Department of Education do is support the local superintendents, school boards, principals and teachers. We support them by developing standards, assessments and support processes that will enable all of the children in Kentucky to become productive citizens in the 21st century.

## What opportunities do you see arising from Kentucky's decision to revamp its assessment and accountability system?

Senate Bill 1 offers unlimited possibilities for the future. It is well aligned with the stimulus program (American Recovery and Reinvest-

ment Act) from the federal government and with the specific Race to the Top initiative controlled by Secretary of Education Arne Duncan. The great thing about the Kentucky legislation and the ruling from the *Rose v. Council for Better Education* case (which led to the Kentucky Education Reform Act) is the focus on ALL areas of education. As a former music teacher and lover of the arts, it is exciting to see the commonwealth continue to focus on the arts. Also, the career and technical education components are so important for the jobs of the future, and Senate Bill 1 will continue to provide an emphasis on assessment and accountability for this important area.

## What impact do you hope to bring to the state in the immediate future?

It is my hope that educators and residents of Kentucky will see me as a cheerleader for the great things already happening in Kentucky schools. Also, I hope they see me as a reform leader who wants to assist

in bringing Kentucky schools into the top tier among schools in the nation. I hope educators see me as a pragmatic leader who understands the daily challenges of schools, since I have been in the classroom, been a principal and been a local superintendent.

## In what trends in education do you think Kentucky is leading?

Kentucky is doing great work with graduation work, dropout rate and technology. Also, the use of school-based councils and family resource centers continues to be a model for the nation.

## What long-term goals do you have as commissioner?

The long-term goals will be driven by Senate Bill 1 and "Race to Top" measures. They include establishment of standards that have been benchmarked against national and international standards. They include the development of rigorous assessment and accountability systems that ensure Kentucky's place among the lead-

ers in education reform for the nation. Goals for the Board of Education, commissioner, Department of Education and local school systems will include increasing the graduation rate; decreasing the percentage of students who have to take remediation at the postsecondary level; closing the academic achievement gaps; increasing opportunities for early childhood programs; decreasing the dropout rate; and partnering with organizations across the state to meet all of the goals.

## In what trends in education do you think Kentucky needs to catch up?

We can always do better with improving graduation rates, remediation rates, achievement gaps and dropout rates. We need to make a long-term commitment to providing high-quality early childhood programs. An investment in early childhood will pay off in the long run. I have seen this first-hand in North Carolina.

## What will teachers need most from the Department of Education moving forward?

Teachers need support and encouragement. My commitment to teachers is that I will work to provide the level of resources and support they need to help children reach success. The classroom is the most important place in education. The school systems in Kentucky will be no better than our classroom teachers, and we need to find ways to support and encourage them every day. The job of teacher has never been more difficult.

## How do you overcome the obstacles facing Kentucky's children given the state's lack of money?

Everyone is faced with doing more with less. We must focus on the programs and services that are at the heart of education. My job within the first six months is to find out what is working and what is not working. The other focus will be on collaboration. Education, business, community and non-profit organizations must collaborate to find

more effective and efficient ways to help children reach success.

## What do you expect to be the biggest difference between being a superintendent and being the commissioner of education?

Speed with which things get done. Local superintendents can make things happen very quickly. State-level leadership requires a tremendous amount of collaboration, communication and patience.

## Is there an event in your past that helped you decide to become involved in education?

As with most educators, I was heavily influenced by several teachers. As a student in high school, I was involved in the high school band program. The teachers in the band program demonstrated such a powerful level of motivation, caring and commitment to excellence that I knew I wanted to be engaged in that type of work. For me, education is not just a job – it is a passion and a commitment to helping every child reach success.

## If you could pick the brain of another person, past or present, who would it be?

I would love to sit down with John F. Kennedy and gain insight about the generation of hope that he helped create.

## Who is your hero?

My mom and dad are my heroes. They raised four children and saw them all through college graduation. Their work ethic (even at age 80, they work every day) and family values have always been an inspiration to me.

## What do you want Kentucky's past and current teachers to know about you?

I will always be a teacher. Whether I am teaching board members, legislators or superintendents, I continue to work to improve my instructional skills. The key for great teachers is simple: "We have not taught it until they have learned it."



# Civics network helps create good teachers, citizens

By Matthew Tungate

matthew.tungate@education.ky.gov

Designing lesson plans that increase student mastery of content, using the best instructional practices for ensuring learning and showing how students can demonstrate democratic principles and virtues to be productive members of our society are the focus of the Kentucky Teacher Network for Excellence in Civic Education and Engagement. The network developed a lesson-study community during the 2008-09 and 2009-10 school years, giving high school teachers the opportunity to collaborate with colleagues to focus on these considerations.

The goal of education in civics and government is for students to become informed, active and effective citizens in our constitutional democracy, according to Project Coordinator Donna Shouse of the University of Louisville College of Education and Human Development.

The lesson-study professional-development model allows individuals to understand how students achieve that goal by demonstrating civic knowledge, skills and dispositions, she said. Additionally, teachers learn effective ways to implement content and effective teaching techniques based on an individual's readiness, interest and learning styles. The goal is to increase learning among various student groups, she said.

Lesson study permits teachers to design, refine, implement and revise a lesson collaboratively based on data collected from an observation team and student interviews. The lesson-study process allows teachers to reflect on how students learn content and what teachers can do to improve student content mastery and engagement, Shouse said.

"Many teachers have indicated that this is the most valuable professional development experience that they have participated in during their teaching careers," Shouse said. "Teachers state that they now look at curriculum design through the eyes of their students. They also say that introducing civic dispositions into classroom instruction has positively changed the climate of classrooms. Teachers value the opportunity to be part of this learning community, engaging in conversations with colleagues across the commonwealth about student learning."

Chase Goodman, who teaches World His-

tory and Civics at Allen Central High School (Floyd County), said his group met over a weekend about every two months, and the experience was "fantastic."

"Working with the other members allowed for the frank discussion of what worked in the lesson and what did not. Ideas flowed from one person to another on how to change and streamline the lesson," he said. "Since some of us who were in the design phase of the standard-based units also participated in the lesson study, it showed us where we made possible time-constraint mistakes and how to improve lesson delivery."

The Kentucky Teacher Network for Excellence in Civic Education and Engagement was formed in 2006 as collaboration between the University of Louisville (UofL) and the Kentucky Department of Education (KDE). Its purpose is to provide opportunities for Kentucky P-12 civic educators to engage in professional learning communities (PLCs) to enhance and deepen knowledge and skills in the areas of curriculum, instruction and assessment relating to civic education and engagement, said Natalie Bolton, director of the Office of Civic Education at UofL.

UofL facilitators design lesson-study professional development and serve as facilitators in the lesson-study process, she said. Each lesson-study participant is assigned a UofL facilitator to guide them through the lesson-study process and to be a part of a lesson-observation team, Bolton said.

The high school pilot was formed as a part of the network in 2006. High school teachers from across the state formed a PLC to develop five standard-based units of study: Forms of Government; Origins and Branches of American Government; Federalism; Rights, Responsibilities and Duties of Individuals; and International Relations, Shouse said. These units are being used for the Civic Network Lesson Study PLC, which was formed in 2008, she said.

Sally Robinson teaches U. S. History, Advanced Placement (AP) U. S. History, Government and Economics at Berea Community School (Berea Independent), where she has taught for 31 years. She has participated in the network for the past two years. Robinson was part of the design teams for the Rights, Responsibilities and Duties of Citizens, International Relations and Fed-



Photo by Amy Wallot

Chase Goodman looks over the work of junior Zac Hall, left, senior Tyler Holthouse, center, and junior Cory Conn on May 27 during Goodman's Civics class at Allen Central High School (Floyd County). The students were giving examples of justice and injustice.

eralism units and is a member of the lesson study PLC.

"The units are based on backward design; each step leads to the summative assessment," she said. "Program of Studies, Kentucky Core Content for Assessment, depth of knowledge and essential question(s) are included within the unit. Civic dispositions are embedded as well," Robinson said. "Extra time for discussion and revision made these lesson plans solid in content, civic dispositions and pedagogy."

Network participant Cindy Stilwell, who teaches College Placement U.S. Government and AP U.S. Government and Politics at Daviess County High School, said the first part of lesson study is to modify the lessons based on students' needs.

Stilwell said there were times that she taught the lessons in slightly different ways depending on the class.

"There were times I wanted to try it the way it was written because I had never considered teaching the content in that particular way and times when I needed to make a few changes based on the time I had or the make-up of my class," she said.

Observation teams observe a lesson in relation to student learning in one of three specific areas – content, teaching technique or civic dispositions, Shouse said. Observa-

tion teams include UofL Office of Civic Education and Engagement staff, KDE social studies consultants, school district administrators, teachers and fellow network participants, she said.

Student interviews follow the lesson and provide valuable data, Shouse said.

"The focus of the lesson observation is the students and student learning, not the teacher," she said.

David Brooks, who teaches AP U.S. History and dual credit Western Civilization at Logan County High School, was observed twice as part of the network.

"The feedback was beneficial in regards to what worked in the reality of the class and what only worked on paper," he said. "The feedback helped open my eyes to the practicality of some things that work well with the Core Content and things that really do not work well."

Stilwell said teachers appreciate the feedback.

"You see, we never ask the students what their thoughts are about the lessons we teach them. We have too many things to do and too many time restraints placed on us to worry about what the students think about a lesson, so we make minor adjustments throughout the day to our presentation of the lesson, thinking that those will

(See **Civics** on page 16)



# Students get moving, rolling, climbing in right direction

By Susan Riddell

susan.riddell@education.ky.gov

Charles Scott doesn't need a megaphone.

The fact that the tall man with something important to say uses one, however, only amplifies the extent to which his message must be understood by children.

His message, while given loudly and boisterously, is very simple in fact.

"The earlier the kids learn to eat right and get both exercise and rest, the better off they will be," said Scott, the wellness coordinator for cardiac rehabilitation at King's Daughters Medical Center in Ashland. "I want to get to them now – when they are young – so they aren't coming to see me later when they have heart trouble."

Scott and a team of eager volunteers travel to schools in his tri-state area of Kentucky, Ohio and West Virginia with a Heart Healthy Obstacle Course.

After presenting Russell Primary School (Russell Independent) students with an age-appropriate message about diet and exercise, Scott, in a drill sergeant-like voice, quizzes the children on things that are good and bad for them.

First-grade student Alex Boggs, who knew that potassium was good for him before entering the session, is one of the rare students who made Scott crack a smile during his speech and inquisition when he talked of his need for potassium.

"I love these kids, and I want to help them," Scott said. "My approach is a passionate one, because I want them to get my message. The kids seem to remember what I say because of the way I say it. Hopefully, they will follow it as they get older."

Next comes the fun part. The Russell Primary gymnasium is divided into three different stations, two that include obstacle courses.

One involves dribbling a rubber ball through eight hula hoops, going under an archway, over blocks and finally through a padded tunnel.

Another incorporates a sit-board on wheels. Students scoot along the course sitting on the board, traveling around more objects before using a long rope to guide them to the end.

The final station involves hand-eye coordination, like juggling scarves and catching a Wiffle ball in a cup.

The purpose of the courses is to move the children around and reinforce the lesson away from the classroom style of teaching.

"The obstacle course with the ball was my



Photos by Amy Wallot

Primary student Colin Scott at Russell Primary School (Russell Independent) makes his way through one of the stations of the Heart Healthy Obstacle Course on May 22. At this station, students scoot along the obstacle course sitting on a wheeled board, traveling around more objects before using a long rope to guide them to the end.

favorite station," Boggs said, "because I like to run and do lots of different things. I know exercise is good for me. When I get older, I'm not going to drink (alcohol) and do drugs because that stuff is bad for my heart."

## Action Based Learning Lab

The Heart Healthy Obstacle Course isn't the only creative approach to getting students interested in a healthy lifestyle.

Students at Shannon Johnson Elementary School (Madison County) spent the better part of the spring working with the Action Based Learning Lab.

According to its Web site, "the Action Based Learning Lab is a series of progressions and stations, each designed to prepare the brain for input and processing. Sensory components of balance, coordination, spatial awareness, directionality and visual literacy are developed as the child rolls, creeps, crawls, spins, twirls, bounces, balances, walks, jumps, juggles and supports his or her own weight in space. Levels of physical fitness are increased and academic concepts are reinforced. As students move from station to station with a partner or partners, their self awareness, self esteem and social skills are enhanced. As a result of a student moving through the station progressions, he or she will experience challenge, feedback and physical activity, which are three components necessary for optimal brain function."

The lab was used for pre-K and early pri-



Primary students Laeton Harris, far left, Megan Fisher, center, and Tiffany Burnett raise their hands to answer a question as part of the Heart Healthy Obstacle Course.

mary students, according to teacher Kathleen Todd.

"The students absolutely love it," said Todd, the physical education teacher at Shannon Johnson Elementary.

Todd works with students and teachers on the proper procedures for all of the activities involved with the lab, she said. "It is

open to them (teachers) throughout the day to take their students to," Todd said. "This provides much-needed extra daily activity time for them."

The Action Based Learning Lab consists of several stations incorporating a combination of motor and academic skills.

For example, mats with specific patterns help students encode the alphabet, practice letter sounds, recognize numbers, differentiate colors, see shapes, understand fractions and grasp clockwise and counter-clockwise movements.

In one station, students walk on a horizontal ladder to not only practice balance, but review academic concepts as they progress from one end to the other. Typically, letter and number review material on cards is located inside each ladder rung. Each set of cards comes with several kinesthetic activities for use with and without the ladder.

Barb Donica, with the Kentucky Department of Education's Coordinated School Health Team, said learning experiences such as these are vital to students by providing a memorable, important message presented in a way different from that of the traditional classroom setting.

"The classroom is already changing and moving away from the traditional approaches," Donica said. "Physical education is something that requires not only knowledge but skills to maintain and sustain a healthy lifestyle. The *Framework for 21st Century Learning* presents a holistic view – looking at the whole child – that blends specific skills, content knowledge and expertise with innovative support systems. Life and career skills is one of the four key elements for students to accomplish to succeed and work in the 21st century.

"These examples of receiving knowledge of the risk of health behaviors through innovative physical activity and physical education are terrific ways to share with colleagues across the state," Donica added.

## MORE INFO...

[www.education.ky.gov/JumpTo/?jump=CSH](http://www.education.ky.gov/JumpTo/?jump=CSH)

[www.actionbasedlearning.com](http://www.actionbasedlearning.com)

Physical education/physical activity is just one component of the coordinated school health model. For more information on other school health activities, contact Colby Wagoner at [colby.wagoner@education.ky.gov](mailto:colby.wagoner@education.ky.gov) or (502) 564-5625.



# Caves, trails mix up summer learning

By Susan Riddell

susan.riddell@education.ky.gov

Shane Coffey tosses a dye receptor into the 54-degree water near one of the entrances to Mammoth Cave. Broderick Davis collects a water sample in a small vial. Rachael Jones and Tim Baker record the data. And this all happened shortly after a hike of more than three miles in which the teachers collected data pertaining to trail erosion.

The four teachers have been working this summer at Mammoth Cave National Park in a 200-hour professional development program called "Geoscience Teachers in the Park."

Sponsored by the National Association of Geoscience Teachers, Mammoth Cave National Park and the Mammoth Cave International Center for Science and Learning, the program strives to give elementary, middle and high school teachers learning experiences they can modify and share in their classrooms.

Davis is a 5th-grade science teacher at Caverna Elementary School (Caverna Independent) while Baker taught biology, chemistry and environmental science at Hart County High School. Jones teaches biology, zoology and environmental science at Greenwood High School (Warren County) while Coffey teaches science at Metcalfe County Middle School.

Selection for this program was hard to come by. More than 40 Kentucky teachers applied for the program, but only four spots were available. Mammoth Cave National Park is the only national park in the country to offer this opportunity to teachers.

The teachers worked with Mammoth Cave personnel and interns on a wide variety of research and monitoring experiences. Among the projects were hydrology work, trail monitoring, lesser caves inventories, radon and E-coli sampling in the caves and cave mapping. All of the projects supplied important information that the park will be using to manage its natural resources.

"The program focuses on giving the teachers first-hand experiences working with scientists and assisting with geoscience-related research and monitoring activities at the park," Shannon Trimboli, an education program specialist for the Mammoth Cave International Center for Science and Learning, said. "I know my students learn better by hands-on activities, so why shouldn't I learn by hands-on?" Coffey said. "We get to go where tourists don't always get to, so it's a great opportunity for all of us."

Trimboli said offering the teachers a wide array of research experiences is one of the program's main goals.

"This is our fourth year offering the Geoscience Teacher in the Park



Photos by Amy Wallot

Shane Coffey, far left; Broderick Davis, left, a 5th-grade science teacher at Caverna Elementary School (Caverna Independent); Tim Baker, biology, chemistry and environmental science teacher at Hart County High School; Rachael Jones, biology, zoology and environmental science teacher at Greenwood High; and Mammoth Cave National Park Ranger Larry Johnson review a trail map before hiking it to measure and monitor its quality.

internships. And almost all teachers have told us that they never realized how much research goes on here or how much diversity there is in the research," Trimboli said. "We try to give the teachers a taste of everything and then help them focus on the projects they enjoy the most."

Along with the 200 hours, teachers must create an educational product for Mammoth Cave or use in their classrooms and give two public presentations. Collaboration is allowed.

Some examples past products include lesson plans, documentaries and learning exercises for the trails.

Jones will be creating her curriculum as her product.

"I have learned something new every day," said Jones. "The things I am learning here will be a major portion of my curriculum for my environmental science students. I also wanted to see what local resources are available to help me with this, and we are getting to see things most people don't get to see."

## MORE INFO...

<http://nagt.org/nagt/programs/GTIP.html>  
Cheryl Messenger,  
Cheryl\_Messenger@nps.gov

Shannon Trimboli,  
Shannon\_trimboli@contractor.nps.gov



Jones, Coffey, Baker and Davis demonstrate dye tracing at Echo River Springs in Mammoth Cave. Among the projects the four science teachers worked on were hydrology work, trail monitoring, lesser caves inventories, radon and E-coli sampling in the caves and cave mapping.



Greenwood High School (Warren County) science teacher Rachael Jones stakes the ground along a trail as the group prepares to take measurements during the "Geoscience Teachers in the Park" professional development program at Mammoth Cave National Park.



Student Conservation Association intern Mary Newton, left, and science teachers Tim Baker (standing), Shane Coffey and Broderick Davis measure the muddiness and erosion of a trail to monitor its quality on July 20. This data will play an important role in determining the location and types of trail maintenance that is needed.



Coffey, an 8th-grade science teacher at Metcalfe County Middle School, takes pictures of Echo River Springs, which she planned to share with her students.

## ABOUT SOME OF THE ACTIVITIES

All of the data gathered by the teachers is entered into the park's research database -- information that is essential to park managers and will be used in science-based decision making at the park.

**Trail monitoring** – Teachers measured the width of trails at various points while taking depth measurements of mud in an effort to monitor the quality of the trail in terms of excessive muddiness, erosion and side trails. This data will play an important role in determining the location and types of trail maintenance that is needed.

**Lesser caves inventory** – Mammoth Cave National Park has approximately 300 caves. Most of these do not connect to Mammoth Cave and are classified as "lesser caves" because they are shorter (in length) than Mammoth Cave, the longest cave in the world. The teachers obtained GPS coordinates for several of these caves and installed a small brass cap or button in the wall of the cave entrance. The brass button contains a unique number that is correlated with the GPS coordinates and allows park officials to produce a map showing the location of all the caves in the park.

**Dye tracing**– Hydrology projects trace the flow of water by using special dyes that are placed in a water source or sinkhole. Dye receptors are placed in the water at springs or other places where the dye may appear. The dyes quickly dilute out to a level that is invisible to the human eye; however, even extremely tiny amounts of dye will chemically bind to the dye receptors' charcoal packets and can be detected in the lab.

**Cave mapping** – Cave maps help people navigate through caves and mark the location of important natural and cultural resources. Since GPS units don't work in the cave, all mapping has to be done with compasses, tape measurers and inclinometers. The teachers learned how to map a cave passage and how they can use mapping exercises to teach important mathematical skills.



# Striving for the best

## Grant serving rural district aims to boost literacy in all subject areas

By Susan Riddell

susan.riddell@education.ky.gov

If you don't believe that parasites can help improve reading skills, just ask Washington County High School literacy coach Monica Osborne.

Her high school is one of many schools in Kentucky thriving in reading thanks to a Striving Readers grant through partners including the Collaborative for Teaching and Learning, the Collaborative Center for Literacy Development, Danville Independent school district, the Kentucky Department of Education and the University of Louisville.

Striving Readers – one of only eight similar grants nationwide and the only one to focus on a rural school consortium – serves more than 800 teachers, administrators and literacy coaches statewide with the goal of boosting literacy in all subject areas.

The grant paved the way for lessons – like the one about parasites at Washington County High – to be successful in improving reading skills.

"In the first year of the grant, my teachers just used the core strategies that were part of the Content Literacy model, but as the years have progressed, they have adapted and modified many of the strategies to meet the needs of their students and to better fit their content," Osborne said.

Agriscience teacher Donna Remington took a parasite lesson developed by chemistry teacher Andrea New and incorporated it into her classroom.

"Students had to research a parasite, create a visual of the parasite and then develop in-depth questions for other students to answer," Osbourne said. "The lesson then developed into a gallery walk where students had to read about the different parasites displayed, answer the student-developed questions and then develop questions of their own not found on the visual. The lesson was very interactive and engaging for the students.

"This is just one of the many examples," Osborne said of Washington County High's

Striving Readers lesson. "Donna presented this lesson at the Striving Readers Summer Conference in June in a session called 'Hands-On Literacy in Science' along with Andrea New and Millie Blandford. All of the teachers at WCHS have really worked hard to implement the Striving Readers grant, and as a result, the students are benefiting."

The Striving Readers grant was well-received by all teachers at his school, according to Washington County High Principal Leon Smith.

"Prior to our application, I went to our staff and discussed the grant and the need to continue teaching literacy at all content levels in high school," Smith said. "Our staff was 100 percent in support of not only pursuing the grant, but committing to the amount of days of training as well as embedding reading instruction in their classrooms on a daily and regular basis.

"Our staff had five days of training the first summer, and all participated. Since then we have had two days each summer to continue to build our strategies. It has been exciting to see our teachers embrace the belief that we must continue to teach literacy through grade 12," Smith added. "The staff also realizes that these lessons can be easily embedded into their classroom instruction. I think we are seeing the benefits on our (Commonwealth Accountability Testing System) scores, PLAN assessments and hopefully on our ACT results."

Gwen Smitha, literacy coach at Bullitt Lick Middle School (Bullitt County), said Striving Readers has benefitted her students in many ways.



Photo by Amy Wallot

Chemistry teacher Andrea New leads her class at Washington County High School on April 15 in a Socratic seminar about the pros and cons of having a nuclear power plant located in their town. New and her fellow teachers work to incorporate the Striving Readers grant into their classrooms.

"The first benefit is the intervention class," Smitha said. "Not only am I able to help those students who are struggling with reading, but I have created a safe environment for those students to turn to when they have problems at home or at school. I keep tabs on my students to see how they are doing in their other classes, and in some instances, I have had students who know when their anger gets the best of them, they can come to my room to 'cool off' and avoid getting in trouble with the teacher. The students know that everyone in this class is struggling with reading, and they don't have to worry about being made fun because they can't read."

Smitha said the teachers have likely benefitted from the grant as much as the students have.

"They now have a very large toolbox of strategies to use to help make their students more successful," she said. "Teachers are now moving away from just using the textbook, and they are exposing their students to various forms of other texts. Teachers are more excited about preparing lessons, and they are always ready for a new strategy or a new way to teach content. Teachers also are becoming more reflective about their

lessons and lesson planning. Many teachers who would have never allowed group work now have students working in pairs or triads weekly."

Besides Bullitt Lick Middle, there are two middle schools and two high schools in the Bullitt County school district that are Striving Reader schools.

"The coaches from each building meet monthly with all the coaches in the project for strategy update training and professional development to enhance our intervention classes and to support us in our coaching," Smitha said. "Coaches in this district also are in contact with each other seeking support for our intervention classes and for our coaching responsibilities.

Last summer, all teachers from the Striving Reader schools convened for a content-specific professional development. Middle and high school teachers meet together to learn new and creative literacy strategies to use in their classrooms. It was a great idea-sharing session and a chance for middle and high school teachers to talk about the work they are doing in their classes."

**MORE INFO...**

[www.ctlonline.org](http://www.ctlonline.org)

Striving Readers participants include 21 schools in the following districts:

- Bullitt County
- Danville Independent
- Eminence Independent
- Jessamine County
- Pike County
- Rowan County
- Washington County

Each district has implemented two programs, including a previously tested schoolwide initiative to boost literacy in all subject areas for all students and a research-based intervention for struggling 6th- and 9th-grade readers.



## High Quality Teaching and Learning

# Good teaching uses assessment as a tool

By Matthew Tungate

matthew.tungate@education.ky.gov

Trisha Manning works backwards when she plans lessons for her 3- to 5-year-olds at the Jessamine County Early Learning Village, starting with the final skill or standard in mind.

Her students have daily and weekly assessments, and twice a year, students receive a summative assessment.

"At the end of the lesson, I reflect back on each child's ability and plan a new lesson the following week or so to help build on the child's individual skill," Manning said. "So I may have children working on the same thing, or I may have children ready for more complex shapes to cut out."

Manning's model is the way teachers using high-quality instruction plan their lessons and assessments, according to Karen Kidwell, science consultant at the Kentucky Department of Education. It's not enough to have only summative end-of-unit tests to make sure students understand, Kidwell said.

Teachers also should use formative assessments – assessments that occur during the learning process. They can be oral or written, formal or informal, she said.

"They're intended to be happening during the learning so whatever results you get back, a teacher or the students can adjust to know that they're on track," Kidwell said.

Ken Mattingly, a 7th-grade integrated science teacher at Rockcastle County Middle School, has been interested in formative assessments even before he knew the formal name. Now in his 16th year of teaching, he said formative assessments improve student learning.

"To put it simply, regular formative assessment provides teachers and students with information on the effectiveness of instruction, the level of understanding, the relationship of current understanding to the goal and a pathway to close the gap between current performance and target performance," he said. "Students who know what the target is, know where they currently stand and know how to close the gap are able to make up ground as they go. Students who only get feedback when they take a unit test don't get any of that type of information."

Kidwell suggested a four-step strategy for using formative assessments:

1. Have clear learning targets every day.

2. Build thoughtful lessons around the targets.

3. Check for student understanding.

4. Adjust teaching based on student feedback.

Many teachers don't make their learning target clear, Kidwell said. For instance, a teacher may tell students they will be studying motion. That's not a learning target, but "We are going to understand the relationship between time and distance on moving objects" would be one, she said. That way

students know whether they understand, Kidwell said.

Mattingly determines his learning targets using the *Program of Studies*.

"They form the basis for everything my students and I do from there," he said. "My summative assessment is created with each question being tied to a specific learning target. If a question doesn't do a good job of assessing a student's understanding of a learning target, it gets replaced with a question that does. The summative assessment is created before the unit starts so that I know where I need my instruction to go."

Rebecca Mueller, a social studies teacher at Bryan Station High School (Fayette County), said the social studies professional learning community (PLC) at her school has used the method for the past several years.

"We typically begin by reviewing relevant *Program of Studies* and *Core Content*. Then we craft objectives that encapsulate what students need to know. This becomes the basis for our assessment development, which is the next step. I think it's been an incredibly helpful process. It keeps our lessons more focused and ensures consistency across the different teachers."

Once teachers have clear targets, they should scaffold lessons so students are moving toward that target in a thoughtful way, not just choosing random activities related to the target, Kidwell said.

"That's where teachers need to really

become conscientious and thoughtful consumers of the activities that they select for students to engage in. An activity is really only good if it is moving the kids toward the target," she said.

Mattingly, the middle school teacher, said he organized his targets as to whether they are a knowledge, skill, reasoning or product target.

"Each lesson or activity in the unit is tied to a specific learning target (or two)," he said. "The learning target or targets are identified at the start of the lesson and referred to during it. Again students are always aware of what they are supposed to learn or be able to do."

Once teachers begin lessons, they must check to see if students understand, Kidwell said. Suggestions might be entry or exit slips, a single question in the middle of a lesson or journal entries. If the target is learning a skill, teachers should have them do the skill, not just answer a question about it. "You really

want the target and the method you're using to assess them to match," Kidwell said.

Mattingly said almost all assessments in his classroom are formative.

"There are several ways to integrate formative assessment into lessons in an informal way. Asking probing questions, monitoring students as they work and using pair-share groups and exit slips provide some quick insight into student thinking," he said. "This insight lets me make on-the-fly

changes to the lesson or activity, often before students become too confused or behind"

Mueller, the high school teacher, said she likes exit cards, as well as other methods.

"If we are learning a new skill (for example, when I was introducing 9th graders to document-based questions), after some initial practice, I have students assess their level of confidence with that skill," she said.

"I then group students based on their self-assessments and use those groups the next day. When I conference with students about their writing, I always start with their personal assessments of their work (strengths and areas for growth)."

Finally, Kidwell said teachers must use the information they receive from the formative assessments to adjust what they are teaching. What teachers don't want to do is give a quiz but never deviate from their plan, Kidwell said.

"We know that is ineffective practice," she said, "because then teachers all along the way might know through looking at examples of work turned in that kids aren't getting it, but they never stop to adjust their teaching," Kidwell said.

Mueller said she believes some teachers still use that method.

"It can be really tough to personalize instruction for 150 kids; however, I think educators are continuing to see the importance of 'running assessment' throughout a unit," she said. "It is much more effective (and less disheartening) to catch the confusions and gaps as we move through a unit than after the unit assessment. I think students also appreciate being treated as individuals, and adjusting instruction based on individual needs recognizes the uniqueness of students and allows teachers to develop an even deeper understanding of their students."

Learning is not over even after students take their summative assessment, Mattingly said. Once he gives his students feedback on how they did on each target, students who did not master the information continue to work on it, he said.

"Students have the chance to show improvement on any learning target they choose at any time throughout the year," Mattingly said. "I don't care when they learn it, just as long as they do learn it," Mattingly said.

Summative tests also are good opportunities to find out what students know heading into the next unit, Mueller said.



Graphic by John Boone, adapted courtesy of David Cohen and Deborah Ball

*The summative assessment is created before the unit starts so that I know where I need my instruction to go.*

— Ken Mattingly,  
Rockcastle County  
Middle School



# Humane education can be taught in any classroom

By Susan Riddell

susan.riddell@education.ky.gov

Samantha Gentrup one day hopes to open a school founded on humane living, which teaches students the effect they have on the world.

"I believe that these lessons need to be integrated into all schools and all classrooms," said the former Two Rivers Middle School (Covington Independent) language arts teacher.

Gentrup most recently has been spreading that message in her classroom and is well on her way to sharing it with other classrooms as well.

Gentrup taught a humane education/empowering urban youth class last year at Two Rivers Middle (now Holmes Middle School) in an effort to share these important lessons with her students.

Originally a special education and reading teacher, Gentrup recently accepted a position to launch humane education lessons and curriculum for Chicago Public Schools. HEART, a humane education non-profit organization in New York, has opened its first satellite location in Chicago, with Gentrup leading the initiative.

"It's very similar to what I was doing at Two Rivers, but on a larger scale," she said.

Gentrup began integrating lessons related to compassion, empathy, social justice, animal welfare and environmental ethics during her first four years in the classroom.

"After integrating these lessons with success, I proposed the humane education/empowering urban youth class to my school," Gentrup said.

"I believe that a purpose of education is to teach young people to be caring and empathetic individuals, as well as to be problem solvers aware of global issues."

Mendy Meehan, humanities program consultant for the Kentucky Department of Education, said this curriculum benefits students differently from traditional school subjects.

"The humane education curriculum inspires a higher level of learning by tapping into topics that are relevant to students' lives and motivates them to become productive citizens by actually accomplishing positive changes in their communities," Meehan said.

Humane living concepts can be integrated into any class, Gentrup said.

"Students are anxious to learn about real-



Photo Submitted

Seventh-grade student Alissa Bailey, far left, 6th-grade students Melanie McGill, left, Ashley Milligan, center, and Skylar Mullis from the former Two Rivers Middle School (Covington Independent) wash a dog at the "Go Humane Cincinnati" event May 16. The students were led by Samantha Gentrup, former teacher of a humane education/empowering urban youth class during the 2008-09 school year.

world issues, and I have found that most students are yearning to make the world a better place.

"The overall message of the course is for students to be aware of what is happen-

ing in the world in regard to social justice, animal welfare and environmental ethics and realize that each student has an impact on these issues," Gentrup added. "My goal is to empower my students so that they want to make the world a better place."

— Samantha Gentrup,  
formerly of  
Two Rivers Middle School

into an initial unit on the circle of compassion, a second unit on social justice, a third unit on animal welfare and a fourth unit on environmental ethics. Following these lessons, students engaged in a final project that took roughly two weeks to complete.

Final projects in the past have involved creating Web sites, videos, skits, songs, Pow-

erPoint presentations and brochures.

"Students are initially surprised to learn of the things that are going on in the world, and then the surprise becomes a passion as the students want to do something about what they are learning about."

Students responded so well to the lessons that Gentrup organized a humane teen club called the Walking Catfish.

"The students have been accompanying

me to the animal shelter since the spring of 2006, and the club became 'official' in 2007," Gentrup said.

Gentrup and the Walking Catfish hosted fundraisers the last two years for the Animal Friends Humane Society (AFHS) to benefit pet adoptions.

The "Go Humane Cincinnati" fundraiser raised thousands of dollars for AFHS, and several animals were adopted at those events.

To prepare for the fundraisers, the Walking Catfish spent numerous hours after school every Tuesday.

"At their meetings, the students created bookmarks, posters, shirt logos, brochures and even solved multi-step math problems to mix the right amount of dog shampoo for the event's complimentary dog wash," Gentrup said.

Gentrup said the students learned a great deal as they worked to prepare for the "Go Humane Cincinnati" event.

"They learned to work together by sharing responsibilities, leading project categories and communicating," she said. "They also learned the importance of taking care of companion animals as well as the importance of having their pets spayed or neutered to reduce the homeless pet population. They learned what it means to live a humane life."

"Most importantly," Gentry added, "they experienced the feeling of empowerment as they were able to see the benefits of their hard work and dedication."

## MORE INFO...

[www.humaneeducation.org](http://www.humaneeducation.org)

[www.livehumanely.com](http://www.livehumanely.com)

**Humane Education/Empowering Urban Youth** is an approach to learning that involves building an awareness of the impact that each individual has on the world around him or her. The focus is on compassion and adjusting our decisions and actions to live a more humane life.

The curriculum is interdisciplinary, ties to all content areas and builds upon what each core content teacher is covering. Empowering Urban Youth can be implemented as a stand-alone class such as an elective/encore course, or the Empowering Urban Youth curriculum can be integrated into core content areas such as language arts/English, social studies, science and/or mathematics.

This program is an awareness plus action approach to examining an individual's impact on the world. The formula is awareness + action = change. Units include:

- Circle of Compassion – this unit establishes the context for the curriculum. The final product is a persuasive writing piece.
- Social justice – focuses on topics such as child labor, migrant workers, child soldiers, bullying and power. The final product is a newspaper article. (Lesson plan suggestions and assistance for this unit were provided by HEART.)
- Animal welfare – focuses on the implications of food choices, product choices, entertainment choices and choices related to companion animals. The final product is a diary entry.
- Environmental ethics – focuses on the implications of water/energy usage, transportation choices, food choices and choices related to trash/recycling. The final product is an advertisement/flyer.



## LEADERSHIP LETTER

Compiled by Susan Riddell, [susan.riddell@education.ky.gov](mailto:susan.riddell@education.ky.gov)

### *The Principal Story* reveals passion, dedication behind school leadership

This fall, PBS turns the spotlight on school principals with a new documentary, *The Principal Story*, and a national outreach project that aims to elevate the visibility of leadership as a lever for school improvement.

On the local level, KET offers a panel discussion with Kentucky experts in the field of educational leadership and an online portal designed for principals and aspiring principals.

*The Principal Story* follows for one year two principals attempting to improve student achievement in their schools. Tresa Dunbar is a second-year principal at Chicago's Nash Elementary School, where 98 percent of students come from low-income families. Kerry Purcell, a six-year veteran, leads Harvard Park Elementary School in Springfield, Ill., which has similar demographics.

Part of PBS' acclaimed P.O.V. series, the program premieres Tuesday, Sept. 15, at 10 p.m. EST on KET1.

*The Principal Story* demonstrates the great difference a dedicated principal can make. P.O.V. followed both women over the course of a school year, discovering each one's unique style and similar passions. It shows the heart, commitment and skill that are required for successfully leading and improving public schools.

The national outreach project that accompanies *The Principal Story* provides many resources, including discussion questions, a field book for principals and aspiring principals, a discussion guide specifically for policymakers and additional video interviews and vignettes, to make viewing an interactive experience.



Photo by Amy Wallot

*John F. Kennedy Montessori Elementary School (Jefferson County) principal Opal Dawson talks to teachers about the student-led conferences the school will be implementing during the 2009-10 school year during a professional development day at the school Aug. 11. Dawson is one of the Kentucky principals featured in the program Kentucky Principals, Leading by Example, which airs this month on KET.*

In addition, KET is partnering with several Kentucky educational organizations to engage Kentuckians in a discussion of school leadership and to tell Kentucky's story of leadership reform. *Kentucky Principals, Leading by Example*, a televised panel discussion about the difference it makes in Kentucky public schools when principals are the academic leaders, airs one hour before *The Principal Story* at 9 p.m. EST.

Panelists include:

- Michael Childress, executive director of the Kentucky Long-Term Policy and Research Center
- Debbie Daniels, state director of the

Kentucky Department of Education's (KDE) Kentucky Cohesive Leadership System

- Linda P. France, coordinator of Educational Leadership at Asbury College and former KDE deputy commissioner of the Bureau of Learning and Results Services
- Brady Link, superintendent of Christian County school district
- Phil Rogers, executive director of the Kentucky Education Professional Standards Board
- Lorraine Williams, principal of Millcreek Elementary in Fayette County

and chair of the Kentucky Education Professional Standards Board

*Kentucky Principals, Leading by Example* also meets two outstanding Kentucky principals. Opal Dawson, principal of John F. Kennedy Montessori Elementary School (Jefferson County), demonstrates her use of the School Administration Manager program, which helps her focus on instructional leadership and delegate administrative tasks. Stephanie Sullivan, principal of Central Elementary School (Graves County) and Kentucky's 2009 National Distinguished Principal, explains how she empowers teachers to serve as instructional leaders.

KET also will create a Web-based repository of videos at [www.ket.org/schoolleadership](http://www.ket.org/schoolleadership), which will be a statewide resource suitable for use in principal preparation programs or for school-based professional development workshops.

[www.ket.org](http://www.ket.org)

### Transition index will measure schools' progress

School progress on state tests will be tracked with a new transition index over the next three years while the state suspends its accountability reports and develops a new testing system. The Council for Better Education, the Kentucky Association of School Councils (KASC) and the Prichard Committee will issue a report each fall on school, district and state progress on students' academic performance. Kentucky is scheduled to start a new test in 2012, as required by Senate Bill 1 that was signed into law during the regular 2009 Kentucky General Assembly. During the 2009-11 transition period, the Kentucky Department of Education (KDE) will release subject-area scores, but will not provide an accountability index combining all results in a single snapshot of progress. To fill the gap, the three organizations plan to use test results and other information to calculate a transition index that closely resembles the academic data published by the state in past years. The Council for Better Education represents 168 of Kentucky's 174 school districts in efforts to ensure an efficient system of public schools. KASC is a membership organization supporting school councils, which are responsible for key school decisions about how to improve student achievement.

KDE does not endorse specific models of accountability designed for the interim accountability period through 2012.

### New superintendents for the 2009-10 school year

- |   |   |
|---|---|
| • Boyle County, Mike LaFavers                   | • Hickman County, Kenny Wilson            |
| • Campbellsville Independent, Mike Deaton       | • Marion County, Donald Smith             |
| • Clark County, Elaine Farris                   | • Mercer County, Chuck Hamilton           |
| • Danville Independent, Carmen Coleman          | • Middlesboro Independent, Rita Cook      |
| • Elizabethtown Independent, Jayne Morgenthal   | • Monroe County, Lewis Darrell Carter Jr. |
| • Eminence Independent, William Orten*          | • Morgan County, Deatrah Barnett          |
| • Erlanger-Elsmere Independent, Kathy Burkhardt | • Russellville Independent, Jim Young*    |
| • Garrard County, Donald Aldridge               | • Taylor County, Roger Cook               |
|   | • Washington County, Robin Cochran        |
|   | • Williamstown Independent, Sally Skinner |
|   | • Wolfe County, Kenny Bell                |

\* denotes interim superintendent for the 2009-10 school year

Follow  
Terry Holliday  
on

twitter

<http://twitter.com/kycommissioner>



# BULLETIN BOARD

Compiled by Susan Riddell, [susan.riddell@education.ky.gov](mailto:susan.riddell@education.ky.gov)

## Conferences & Workshops

### Kentucky Association for Environmental Education

Educators can learn about integrating the environment into education at the 2009 Kentucky Association for Environmental Education (KAEE) Conference Sept. 18-19 in Carrollton. KAEE's conference is built around the theme "Currents in Environmental Education." More than 40 concurrent sessions will explore three strands: environmental education in practice; environmental literacy; and journey into environmental education. Sessions offer connections to the *Kentucky Core Content for Assessment and Program of Studies*, national content standards and national environmental education standards. For more information, contact Jennifer Adler at [conference@kaee.org](mailto:conference@kaee.org) or (859) 707-7421.

[www.kaee.org](http://www.kaee.org)

### Literacy conference

Eastern Kentucky University's Writing Project is presenting "Hot Topics in Literacy IV" at its annual fall conference on Sept. 19 in Richmond. The conference is geared toward teachers, administrators, curriculum coaches and literacy specialists. Participants will attend sessions that focus on a variety of high-demand topics such as literacy action plans, technology integration, on-demand writing, reading and writing strategies, differentiation, and analytical writing. Each session will provide a variety of literacy strategies to help improve students' literacy development. Contact Sally Martin at [sally.martin@eku.edu](mailto:sally.martin@eku.edu) for more information.

[www.ekuwritingproject.org](http://www.ekuwritingproject.org)

### Important dates for gifted and talented teachers

These free sessions are valuable for new and experienced classroom and gifted and talented teachers. Upcoming sessions include:

- Issues for Leaders in Gifted Education, Sept. 21 in Lexington
- Parent Night at the Kentucky Association of Gifted Education (KAGE) Fall Workshop, Sept. 21 in Lexington
- KAGE Fall Workshop 2009, Social-Emotional Needs of Gifted Students, with keynote presenter Jean Peterson, Sept. 22 in Lexington

Contact KAGE at [kage@wku.edu](mailto:kage@wku.edu) or (270) 745-4301 with questions.

### Kentucky Middle School Association

The Kentucky Middle School Association's annual conference will be Sept. 20-22. Bill McBride, the featured speaker, will conduct a pre-conference session on Sept. 20 on "Engaging the Disengaged: Energizing Adolescent Learners." On Sept. 21, he will be doing sessions on "Literacy Across the Content Areas," and his keynote address will focus on teaching to gender differences.

[www.kmsaonline.com/pd/fallconf.htm](http://www.kmsaonline.com/pd/fallconf.htm)

### Social studies teachers

The Kentucky Council for Social Studies (KCSS) will have its annual conference at the University Plaza Holiday Inn in Bowling Green on Sept. 23-24. KCSS also is accepting program proposals. Those interested should go to [www.kcss.org/content](http://www.kcss.org/content). For more information, contact Mark Kopp at [mark.kopp@hardin.kyschools.us](mailto:mark.kopp@hardin.kyschools.us) or fax proposals to (270) 769-8907.

[www.kcss.org/content](http://www.kcss.org/content)

### Mathematics teachers

The KCTM (Kentucky Council of Teachers of Mathematics) annual conference will be Oct. 10 at Bourbon County High School in Paris. The early registration deadline is Sept. 18. Speaker proposal forms are available online. For more information, contact Kari Ostby at [kari.ostby@jefferson.kyschools.us](mailto:kari.ostby@jefferson.kyschools.us) or (502) 244-1572.

[www.kctm.org](http://www.kctm.org)

### Understanding and raising student aspirations

The Kentucky Association of School Administrators (KASA) will be hosting a workshop Oct. 20 in Louisville. This unique opportunity for school leaders combines keynotes from Russell Quaglia, founder and president of the Quaglia Institute for Student Aspirations and the leading voice in the field of student aspirations, and working sessions with Michael Corso, the Quaglia Institute's Director of Field Services. Six hours of EILA credit is available.

[www.kasa.org/RussellQuagliaWorkshop.htm](http://www.kasa.org/RussellQuagliaWorkshop.htm)

### School Science and Mathematics Association

The School Science and Mathematics Association (SSMA) is an inclusive professional community to unify researchers and educators to promote research, scholarship and practice for the improvement and integration of school science and mathematics. SSMA's 108th annual convention will be Oct. 22-24

in Reno, Nev. Early registration deadline is Sept. 19. Educators at all levels are invited to attend the convention sessions on research, projects and instructional ideas in science, mathematics, technology, engineering and the integration of these content areas.

[www.ssma.org](http://www.ssma.org)

### Sustaining progress

The 2009 Scott Trimble Workshop on Instruction and Assessment, themed "Sustaining Progress: Doing What's Right for Children," will be Oct. 26-27 in Louisville. This is open to all Kentucky educators and other persons interested in instruction and assessment. The workshop is sponsored the Kentucky Association for Assessment Coordinators (KAAC). Complete registration and appropriate form of payment must be postmarked to KAAC no later than Sept. 28 for the \$150 rate. Regular registration will be \$175 when completed registration and appropriate form of payment are postmarked by Oct. 13. After that, the on-site registration fee of \$275 will apply. There also will be a pre-workshop session Oct. 26 titled "Nothing But the Best: Maximizing Work/Life Effectiveness." For more information, contact Karen Travis at (502) 538-8905.

[www.kaac.org](http://www.kaac.org)

### Mickelson ExxonMobil Teachers Academy

The Mickelson ExxonMobil Teachers Academy is a one-week all-expense-paid intensive professional development program for 3rd- through 5th-grade teachers. The academy offers a five-day program designed to provide teachers with the knowledge and skills necessary to motivate students to pursue careers in science and mathematics. Nine teachers from Kentucky were among those selected to participate in the 2009 academy. Online applications are due Oct. 31 for the 2010 academy.

<http://nstahosted.org/mickelson/>

### Science teachers

The Kentucky Science Teachers Association will host a conference Nov. 5-7 in Lexington. The theme is "AIM for Success" with the strands Assessment, Integration and Modifications (AIM). Featured speaker will be education author Page Keeley. Early bird registration for a reduced rate will end Oct. 23. For more information, contact Sherry Fox at [sffox@aol.com](mailto:sffox@aol.com) or (502) 267-5708.

[www.ksta.org](http://www.ksta.org)

(Continued on page 15)



Photo by Amy Wallot

Crossroads Elementary School (Campbell County)



**BULLETIN BOARD** (continued)**Contests & Other Events****Grant opportunity at the KASC Conference**

Three DREAM grants will be awarded to educators who can take something from the 2009 Kentucky Association of School Councils (KASC) conference, develop it for classroom implementation and then share their project at the 2010 KASC conference (which grant recipients will attend as guests). The grants are \$250 each and will be awarded to selected applicants from KASC member schools who attend the Sept. 22-23 conference. Contact Lisa Stone, [lisa.kasc.net](mailto:lisa.kasc.net), (859) 238-2188 for more information.

[www.kasc.net](http://www.kasc.net)

**National Media Market**

The 31st National Media Market will be held in Lexington Oct. 4-8. For four days, 50 of the nation's top-quality educational media producers and distributors, including KET, will offer on-demand previews of new releases, products and services. For more information, contact Ursula Schwarz at (520) 743-7735.

[www.nmm.net](http://www.nmm.net)

[www.dcmp.org](http://www.dcmp.org)

**Win recognition for character education initiative**

In 2009, the Character Council of Greater Cincinnati & Northern Kentucky, in collaboration with the Character Education Partnership in Washington, D.C., began offering annual Kentucky State Schools of Character awards to schools and districts with outstanding character education initiatives. State Schools of Character will serve as models for other educators within Kentucky just as they are in 25 other states.

The application process is the same as the National Schools of Character awards program. State nominees can move to the national competition where winners receive a grant to help share their practices with other educators. Deadline for the 2010 awards is Dec. 1.

[www.character.org/kentucky](http://www.character.org/kentucky)

**MUSE opportunities**

The Museum Support to Educators (MUSE) series, sponsored by the Art Museum at the University of Kentucky, will host professional development events during the 2009-10 school year:

- Oct. 24 – “The American Frontier” workshop in conjunction with the exhibition *Exploring the American West: Karl Bodmer & George Catlin*

- Nov. 21 – TechArtistry workshop, exploring art concepts using free technology on the Web
- March 17, 2010 – Teatime introduction to *Bluegrass Collects: The New English Arts Club*

**Resources****Free disability awareness curriculum**

Easter Seals, the country's leading non-profit provider of disability services, has launched an online version of its award-winning disability awareness curriculum. “Friends Who Care” is designed to help children better understand what it means and how it feels to be a young person with a disability. This hands-on educational program gives students the opportunity to learn what is involved when someone has a disability and how kids with disabilities adapt to live life, go to school, make friends and play. Contact Kristen Barnfield at [kbarnfield@easterseals.com](mailto:kbarnfield@easterseals.com) for more information.

[www.easterseals.com/friendswhocare](http://www.easterseals.com/friendswhocare)

**Remix professional mascot team provides education message**

Lexington-based Remix Educational Entertainment can jump start both students and teachers. Remix is a professional mascot team that uses interactive games and skits to captivate the kids, get them excited about school and motivate them to learn. The cost for the program varies between elementary, middle or high schools. For more information, contact Matt Hogg at [mhogg@remixeducation.com](mailto:mhogg@remixeducation.com) or (859) 420-4644.

<http://remixeducation.com/>

**National Museum of Education**

The National Museum of Education is offering free resources for K-12 teachers on innovation, invention, problem-solving and design. These materials meet state and national standards in science, technology, social studies and more. Classroom sets of eight high-quality glossy posters with 35 heavy postcards are offered. Additionally, there are free resources available for an extensive innovation unit including:

- free original downloads for classroom use
- online database of student inventors
- technology integration ideas including problem-solving activities, invention research
- student competitions for great prizes and opportunities

[www.nmoe.org/competitions.htm](http://www.nmoe.org/competitions.htm)



Photo by Amy Wallot

**Exploding science experiments**

Woodlawn Elementary School (Boyle County) mathematics and science teacher Tonya Lynch responds to a chemical reaction caused by mixing a small amount of two liquids during an experiment called Foam Gnomes. Lynch was taking part in the “How to Turn Kids onto Science” workshop sponsored by the Central Kentucky Special Education Cooperative held July 24 in Lexington. The workshop featured 40 hands-on science labs for teachers at all levels.

**Good** from page 11

“Our PLC has incorporated preview questions (questions about the upcoming unit) into each unit exam to assess students’ prior knowledge and serve as a comparison when we reassess at the end of the unit,” she said. “If I see a lot of confusion through the exit slips, I definitely incorporate that material into the next day’s lesson or find time to talk with individual students. Or, I might find that students have great interest or understanding of a particular topic, so I can use that example to make connections or introduce material in the future.”

Teachers have to know students’ base knowledge before they begin planning a lesson, Kidwell said. That can be informal, but it is important because students who start with an incorrect understanding will have difficulty assimilating new information, she said.

“You’ve got to figure out where the kids are in their understanding of a new concept,” Kidwell said.

Manning, the preschool teacher, said the key to using formative assessments is to remember that each student is an individual, and teachers need to adapt their teaching for each individual student.

“As the teacher, it is my job to make sure the children are learning what they need to be learning, not their (job). By doing formative assessments, I can better judge who is where and who needs what to help build their skills to the next level. If someone, a group or the class isn’t getting something, then I can use my assessments to see what that exactly is and find a new way to teach it or go more in depth to help them learn,” Manning said.

**MORE INFO...**

[www.education.ky.gov/JumpTo/?jump=HQTL](http://www.education.ky.gov/JumpTo/?jump=HQTL)

Karen Kidwell, [karen.kidwell@education.ky.gov](mailto:karen.kidwell@education.ky.gov), (502) 564-2106





Photo by Amy Wallot

## Wildlife exploration

Knox Central High School (Knox County) agriculture teacher Kevin Napier, left, Jason Ice of the Kentucky Department of Fish and Wildlife Resources, center, and Jackson Lester, an intern at the Department of Fish and Wildlife Resources, use a net to catch creek wildlife June 25 at the Project WILD Aquatic Workshop. Participants of the workshop, held at the Salato Wildlife Education Center in Frankfort, explored the world of water through activities that use critical thinking skills while highlighting water's importance to people, wildlife and habitat.

# KHS offers students interactive exploration of Kentucky history

When students visit the Thomas D. Clark Center for Kentucky History at the Kentucky Historical Society (KHS) in Frankfort, they will discover several new interactive stations as part of *A Kentucky Journey* that bring the center's signature exhibition to life and focus students on particular subjects relating to Kentucky history and core curriculum.

The stations, which are manned by KHS staff educators, include objects that each student can touch and use. The stations are spread throughout the gallery and are intended to focus on specific eras in Kentucky history.

An example of one of the interactive stations is frontier cabin-building. Students can explore a variety of log cabin building tools such as an auger, a maul and an axe. The KHS educator leads students through the process of building a frontier log cabin from clearing the land, to cutting lumber, and placing the joints of the cabin together with pegs. The interactive is located near a reproduction one-room frontier cabin, which is made from real logs with period tools. Students examine the interior and the exterior markings on the cabin, which are evidence of the tools they hold and explore.

Other interactive stations in *A Kentucky Journey* include a Civil War soldier camp life, early 19th-century folk home remedies, Depression-era home life, how to record oral histories and fun facts about Kentucky's horse industry.

While visiting Frankfort, teachers also can explore a new exhibition at the Old State Capitol. *Great Revivals: Kentucky Decorative Arts Treasures* offers a unique opportunity to view rarely seen treasures from the KHS collections. Artifacts in *Great Revivals* illustrate the evolution of decorative styles and the changing tastes of 19th-century Kentuckians by highlighting five stylistic design eras.

Admission for students is \$2 per student, teacher and chaperone(s). Teachers are encouraged to apply for scholarships to cover admission if eligible. Admission includes entry into the Thomas D. Clark Center for Kentucky History and the Old State Capitol.

**MORE INFO...**  
[www.history.ky.gov](http://www.history.ky.gov)

*Kentucky*  
**Teacher**

612 Capital Plaza Tower,  
500 Mero St., Frankfort, KY 40601

Non-Profit Organization  
U.S. Postage  
PAID  
Lexington, Kentucky  
Permit No. 513



## Civics from page 6

be enough to catch all the students" she said. "When we actually think through what we intend to teach and why we intend to teach it in a particular way and then ask the students how well we accomplished what we set out to do, then we have begun to teach intentionally."

Shouse said the network has learned many things after the first year. Students felt valued when they were asked what they liked and didn't like about the lesson, what they learned and what they would change about the lesson and empowered because they felt they had a voice in their education. Integrating civic dispositions into daily instruction and learning targets improved students' classroom climate and interactions with each other, she said.

Shouse said teachers felt the positive outcomes of the network included:

- Using lesson study is an integral part of the lesson design/development process.
- Determining the effectiveness of the lesson on learners cannot be decided until a lesson is implemented and observed to gauge student learning.
- Intentionally integrating civic dispositions into daily classroom instruction and learning targets

improves classroom climate and prepares students to be informed, active and effective citizens.

- Interviewing students provides valuable information about how students learn.
- Being a member of an effective PLC provides teachers the opportunity to share and learn from each other.
- Involving administrators, teachers and community members as part of observation teams builds capacity to understand the lesson study process and student learning.
- Using lesson study helps teachers build the skills to be reflective about their teaching practice and promoting student learning.

A lesson study video explaining the process will be released this fall, Bolton said.

"The Civic Network finds lesson study to be a worthwhile process that improves classroom instruction and increases student learning and understanding," she said.

### MORE INFO ...

<http://civics.ky.gov/educators/pd/kynetwork.htm>

Donna Shouse, d0shou01@louisville.edu,  
(502) 852-1307